

## TEACHING MODEL WITH *THEME AND RHEME* IN SPEAKING SKILL FOR JUNIOR HIGH SCHOOL STUDENTS

**Juliansyah**

*ian.juliansyah@gmail.com*

**Eka Yuniar Ernawati**

*ekayuniar170395@gmail.com*

University of Darma Persada

### ABSTRACT

*This research is the development of the learning model or models of learning. The learning model developed in this study is the Speech Learning Model in English for Junior High School Students. The purpose of this study was to show that the teaching of English for speaking skill need revising with new model of teaching and learning. The study was conducted by using a qualitative research approach and the application of the methodology of research and development consisting of stages, namely: 1) A preliminary study, 2) Preparation of Model, 3) The First Test of the Model, 4) Revise and Improve the Model, 5) The Second Test of the Model, and 6) Final Model. The study involved students, principals, and teachers of English in some Junior High Schools. Related teaching practices in this study lasted for seven meetings, including the implementation of the test. The result of this study is a model or English language teaching materials focused on increasing the ability to speak or speaking skills. Modules or teaching material resulted from this study contains simple dialogue as well as simple monologue packed in instructions or commands that facilitate learners to speak, starting from the ability to speak in the simplest form of the pronunciation of a word appropriately, submission of ideas in a sentence with proper intonation, responding to a dialogue, conveying a simple description smoothly. This model of learning speaking skills was developed based on the concept of Theme and Rheme.*

**Keywords:** *model learning, speech, student, rheme, theme*

## A. INTRODUCTION

Research of developing learning model is kind of research that seeks an attempt to create an example or model of learning activities in the classroom. The model includes things like: 1) Textbooks, 2) Guideline of textbooks, 3) Guideline of the activities of teaching and learning in the classroom, 4) Guideline of the activities of teaching and learning outside the classroom, and 5) Formulation and implementation of the achievement test.

As we all know, learning activity is an activity that takes place inside and outside the classroom that involves the learner and the teacher. In other words, learning activities can refer to activities between the learner and the teacher. Typically, learning activities may also mean form of transformation of knowledge from the teacher to the learner.

In learning process, the students study any kinds of material used to raise or stimulate the students' ability to speak in English. The ability to speak in any language is an important skill because speaking is the most commonly used skill used or done during communication. The ability to speak has stages according to types of learners. For learners in basic level, the ability to speak is still in the stage of the pronunciation of letters, words, and simple sentences. Furthermore, to the next level learners, speech includes the ability to carry out and comprehend dialogue, as well as express certain things. Finally, at the highest level, the ability to speak can be in the form of the ability to argue and give presentations.

Teaching students to be able to speak in English is one of the hardest teaching activities for elementary school students. In other words, to make student to speak in English is not easy to teach. Until now, the students' speaking ability in English is still very low. This happens because many things. One of them is a learning model that does not fit. Therefore, learning model, which is equipped with supporting devices, is important. In this case, learning materials are supposed to be accordance with the reception power levels of student learning. Therefore, learning materials, one of which applies the theory of Theme and Rheme, can be an alternative that can make it easy for students to learn and for teachers to teach.

Simply, the theme is part of the sentence that becomes a staple or core. On the contrary, Rheme is a section explaining the theme. Theme is generally located at the beginning of the sentence. Meanwhile, Rheme generally also follows the theme. By understanding the concept of Theme and Rheme, especially on the definition and position, the researcher expects the students to be able to express their feelings in simple and easy way.

Of course, the development model of learning to stimulate the ability to speak in English, which pertains the Theme and Rheme theories, still have no success guarantee in teaching speaking skills. Therefore, the researcher hopes for the results of this study applicable for the targeted level of students as well as in higher levels.

## **FORMULATION OF THE PROBLEM**

Based on the above discussion, the formulations of the problem of this research are:

1. In what way can the researcher develop the model for the teaching of English focusing on the development of the ability to speak in English in Junior High School?
2. In what way does the concept of Theme and Rheme apply in the development of the ability to speak in English to students in Junior High School?

## **B. LITERATURE STUDIES**

The learning model can mean as a form of learning framework that functions as a standard or model. The learning model is the idealist form of learning. This means that learning model provides maximum yield levels of learning objectives than the other (which is not yet standardized). Furthermore, learning model plays an important role in the uniformity of the learning process so that it will produce the same results in all aspects of learning.

Dedeng (2000) states that learning design should be in such a way so that the learning process becomes attractive and easy for the learners to understand. The main objective of designing the learning model is to improve and enhance the quality of learning through selecting, establishing and developing the optimal learning methods. Thus, the desired learning outcomes are possible to achieve.

According to experts of the development of learning materials, as delivered by Dedeng (2000), guidelines for the development of learning materials must meet the components of learning relevant to the needs of learners. The components of these learning materials must be able to motivate and facilitate learners in learning and motivate the content of the learning materials.

Learning conversational skills is an important lesson. It is because the ability to speak is the ability to be productive. Hammer (2007) stated that the ability to speak is part of the communication skills that are productive. On the other source, Tarin (1981) stated that the ability to speak is the ability to pronounce sounds articulation or words to express, express, and convey thoughts, ideas, and feelings. Therefore, the ability to speak is the most emphasized capability.

Although speaking is a skill that needs attention, but the teaching of speaking skills is a difficult lesson. Bueno, Madrid, and McLaren (2006) stated that the teaching of speaking skills is a difficult teaching because the teaching focuses more on reading.

Therefore, learning speaking skills should be from an early age and must be able to lay the solid foundation for higher speech. In addition, the application of the concept of language is also important to be the basis of learning to speak. One concept to apply is the concept of Theme and Rheme.

To understand the concept of Theme and Rheme means to understand the language in terms of functions. According to Halliday (2000), the theme is the beginning (or starting point) of a sentence that contains a message delivered by the speaker. Meanwhile, Rheme is part of the theme, which is the development of a theme.

Jones (1977), in addition, states that Theme is an important part of a paragraph. In other words, Theme is a core part of a paragraph in which the sentences supporters will develop.

Learning ability to speak based on the concept of Theme and Rheme is in accordance with the concept that teaching must be in accordance with the language.

### **C. RESEARCH OBJECTIVES**

In accordance with the formulation of the problem, then the purposes of this study are:

1. Knowing how to develop the model for the teaching of English focusing on the development of the ability to speak in English in elementary school in East Jakarta
2. Knowing how to apply the concept of Theme and Rheme in the development of speaking skills in English for students at the elementary school in Jakarta

### **D. BENEFITS OF RESEARCH**

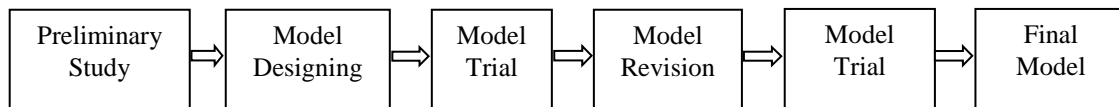
In general, the benefits of this research can go to the following parties as follow:

1. The Ministry of National Education, in this case the Directorate General of Primary Education; to obtain feedback on the importance of the best model of learning English for the ability to speak in order to achieve the learning objectives and to implement the model nationally.
2. Primary Schools in East Jakarta Municipality; to obtain feedback on the importance of the best model of learning English for the ability to speak in order to achieve the learning objectives and to implement the model locally in all Primary Schools in East Jakarta.
3. Teachers of English who directly and or indirectly teach English to students; to be able to use the model that has been developed, so as to obtain the maximum learning outcomes and uniformity.

### **E. RESEARCH METHODOLOGY**

In general, this study used qualitative research methods with the application of Research and Development Approach. This approach refers to the theory of Borg & Gall in his *Applying Educational Research; A practical Guide for Teachers*. The definition of Research and Development Approach in the field of education is a process that produces a product on education development.

The steps of the study are as follow:



From the design of the research above, it is clear that this research stems from a preliminary study in the form of observational research on a phenomenon/sub phenomenon. In this case, a phenomenon that the researcher discusses here is the phenomenon of the lack of ability to communicate verbally (speaking) in English among students, university students, and people in general. Furthermore, the sub-phenomenon may include all of the issues raised in research problems. The sub-phenomenon also limits the scope of the study. In this case, researcher focuses on sub phenomena related to the teaching of English in primary schools.

Researcher then sets the research issues raised by sub phenomenon. The research problems are in the form of research questions. Each research problems is resolved through a process of research or in this case the preparation of the learning model.

To start a modeling study, the researchers conducts preliminary observations. Preliminary observations is an activity in which researcher observes things that are real occurring in the study site (school) and matters related to the research, for example, the application of curriculum, learning models that exist, including those of the inputs taken from the preliminary study related to the topic research from several sources. After collecting baseline data, so the researcher can continue the preparation of learning model in order to fit the purpose of this study.

The next step is was preparation of model of learning in which the researcher created a syllabus of learning based on the concept of Theme and Rheme. The researcher conducts this step entirely. Furthermore, researchers compiled teaching materials. Students involved in this step, but only limited to typing and designing.

The third step is model trial where the researcher applies teaching materials in the classroom. The purpose of this test is to test the learning model. The researcher does the step in some schools that previously has given a permit to practice teaching or doing research. The population of schools to be a teaching practice is all elementary schools, both public and private, in the city of East Jakarta. However, given the limitations of time and ability, then from the existing population, researcher only sets of samples from existing schools, just as many as 12 private and 12 public schools. Sampling technique used is a blend between the cluster and random sampling methods.

After several test models of learning in schools, the next step is data collection. The data is the result of observation in the implementation of the developed-learning model undertaken by the teachers. The researcher puts

the observations results in a table containing the completeness of all stages in the process of teaching and learning. However, to be able to add the necessary information, the questionnaire to the school teachers were also be used.

Furthermore, the researcher processes the collected data. Researchers processed data by using data processing techniques so that the data processing is valid and reliable. After these steps are undertaken, the researcher conducts the test of the model for the second time. Finally, researcher is able to establish the most appropriate model of learning.

The results of the research serve as a recommendation for making decision. Here, the researcher gives recommendations as solutions to the problems related research, for example: recommendation on teaching materials, textbooks, teaching methods, and others.

#### **F. RESEARCH INSTRUMENTS**

The researcher gains data from interviews conducted to the principal and teachers of English from schools selected at the research sites. The researcher conducts the interviews with principals and teachers separately. More details are in the following paragraphs.

The instrument of interviews with the principal consists of five questions (see Appendix 1). The researcher conducts the interviews after applying the permit of doing research. The researcher records the interviews by using recording equipment (mobile phones).

In general, an interview with the principal focuses on the views or policies of the school related to the implementation of English language teaching. In more detail, the focus of the question is about teaching English, especially in the ability to speak or in speaking skills.

As well as the interview with the principal, the researcher writes the instrument for interviewing Teachers of English. The researcher records the interview and types the transcript of the interview as seen in Annex 2.

In contrast to the Principal, interviews with English Teacher emphasis on the teaching practices in the classroom. Therefore, questions are about teaching techniques, handbooks, and others.

#### **G. RESULTS AND DISCUSSION**

The following paragraphs will discuss the results of each step and objectives of the research.

##### **1) Findings on Preliminary Study**

In preliminary study, the researcher conducts the interviews with School Principals and English Teachers. From interviews with the Principal, the researchers obtained the following information:

1. The policy of teaching English in public school generally refers to government policy; in this case the implementation of Curriculum 2009 through KTSP (Curriculum based on Level of Students). This curriculum states that the teaching of English in Junior High Schools can be in the

forms of mandatory content and local content. Mandatory means that each school will do the teaching learning process with their own way.

2. In general, the school gives considerable attention to the process of teaching English. The attention, for example, is to give students the opportunity to learn English in outside of formal learning. In addition, the school also gives teachers the opportunity to participate in improving the quality of teaching in the form of training or seminars, and others.
3. Teaching English, which focuses on the ability to speak English is not too much of a concern. Therefore, given the importance of this capability, then the school gives the opportunity for the teachers to improve teaching skills, especially the teaching of speaking skill, so that they can focus on improving this skill.

Furthermore, the results of interviews with teachers are as follow:

1. In general, the teachers have the appropriate background to the task as a teacher of English. Thus, it is a plus to the expectations of the government.
2. Teaching English refers to the Curriculum 2019 or KTSP
3. The purpose of teaching English is still referring to the objectives set in the curriculum. However, in the implementation of purposes in the class, teaching objectives are still not formulated clearly and accurately
4. Teachers do not have any official handbook so that the teaching tends to be unfocused
5. Teachers apply mostly on integration method or a mixture of whole language skills. In addition, teaching refers to a specific or short-term need, such as the ability to join or win competition, like speech competition, debate competition, and others.
6. Teaching conversational skills is of particular concern yet
7. Most schools do not conduct the evaluation on the students' ability to speak English in standardized way because of the number of students in every class, which are usually more than 40 students.

## 2) Development of Modules: *Teacher's Guide*

Teacher's Guide is a kind of guidebook for a teacher to proceed the teaching learning process. This book is a standardized one, so all teachers can use it. Teacher's Guide consists of several points as follow:

1. Background  
This part tells about organization of the module (Teacher's Guide), the purpose, and short descriptions on the teaching of speaking skill for targeted students.
2. Teaching Material  
This part consists of kinds of teaching materials, such as short text, dialogue, and vocabulary. Furthermore, this part also tells about names of units that exist on the students' handbook, namely: 1) Unit 1:

Introduction, 2) Unit 2: Telling Time, 3) Unit 3: Telling Activities, 4) Unit 4: Telling about Person, 5) Unit 5: Asking about Feeling, and 6) Unit 6: Asking about Hobbies

3. Teaching Processes

Teaching process is about steps (or activities) that the students and the teacher do in the classroom. The steps or activities include: 1) Repeating Text or Dialogue after the Teacher aloud, 2) Reading aloud in Pairs, 3) Memorizing Text or Dialogue, 4) Substituting Words to complete Sentences, and 5) Expressing free. Besides those activities, the students also have practices and tests.

4. Testing

Testing is about focuses of the test. They are: 1) Pronunciation and Intonation test, 2) Vocabulary test, and 3) Completing Sentences test.

5. Closing

Closing is a short version of background.

### 3) Development of Module: Students' Handbook

The development of modules and learning materials contemplates three important aspects, namely: the allocation of time, the psychological aspects of the students, and the learning objectives. In connection with this, the researcher is very concerned on the time allocated for each phase of activity, ease of material for students, and a clear goal of each stage teaching learning.

To be able to meet the existing allocation of time, then the learning steps have tight timeline. Each learning activity has specific learning objectives the students must achieve. Here is a table that contains learning activities with the allocated time and learning goals, as follows:

**Table 1: Learning Activities, Time Allocation, and Purposes**

ACTIVITIES		TIME ALLOCATED	PURPOSES OF LEARNING
1.	Repeating Text or Dialogue after the Teacher aloud	5 minutes	Students are accustomed to hear and imitate the correct pronunciation
2.	Reading aloud in Pairs	5 minutes	Students are accustomed to utter words and sentences correctly
3.	Memorizing Text or Dialogue	5 minutes	Students are able to recall and use the exact phrase
4.	Substituting Words to complete Sentences	10 minutes	Students are able to use the sentence in accordance with a precise pattern
5.	Expressing for Free	10 minutes	Students are able to use the sentence in accordance with a precise pattern more freely
6.	Testing	10 minutes	Teachers determine the effectiveness of learning activities



In practice, students and teacher conduct all six activities in various ways in each session or meeting. Yet, students and teacher do not do all of the activities in every meeting.

Furthermore, to achieve the objectives, the researcher creates two forms of learning material, namely: dialogue and monologue. In both dialogue and monologue, the researcher puts some simple sentences. Those sentences apply the concept of Theme and Rheme. In addition, all sentences refer to familiar themes as follow:

1. Introducing
2. Telling Time
3. Telling Activities
4. Telling about Person
5. Asking About Feelings
6. Asking about Hobbies

As stated earlier, the teaching materials are in the form of dialogue and monologue separately. Thus, from the six existing themes, three units present dialogue and the other three present monologue. More details, theme, the unit, and the material form appear in the following table:

**Table 2: List of Themes in Units and Sessions**

THEME	UNIT	FORM OF MATERIALS
1. Introducing	1	Monologue
2. Telling Time	2	Dialogue
3. Telling Activities	3	Monologue
4. Telling about Person	4	Dialogue
5. Asking about Feeling	5	Monologue
6. Asking about Hobbies	6	Dialogue

Based on the above themes, the researcher develops the learning material in such a way that all the phrases and vocabulary relate to these themes. The phrase is a phrase that applies all the standards in English-language conversations (in this case the American English). Meanwhile, the vocabulary ranges around 5-10 words. All that vocabulary appears in the sentence.

Dialogue in this study is a brief conversation between two people with two-turn of the role, so the dialog has only four lines. Furthermore, existing utterances or expressions in every dialogue are mostly in the form of simple sentences (not a complex or compound sentence). In other words, all the sentences apply the theories of Theme and Rheme which means that each sentence begins with the subject matter (called Theme) followed by supplementary (called Rheme). In the dialogue, of course there are questions. Questions are in the form of Wh-short-questions and Yes-No-questions simple.

Meanwhile, the monologue is learning materials in the form of descriptive sentences about something. In this module, a monologue simply has no more than four sentences. All sentences apply the theory of Theme and Rheme described above. This means that all sentences have subject and predicate. Subject is the Theme and predicate means the Rheme.

#### **4) Development of Module: Test Guide and Items**

Theoretically, a teacher develops test according to the learning objectives. If the test results can measure the objectives, then the test made is in compliance. This criterion is the validity of the items. In addition, a test must also satisfy the criteria of reliability, which means no change in the measurement result (measure what should be measured) although given several times to learners alike. This criterion is reliability of the test. Likewise, the researcher maintains that criterion of validity and reliability in the development of test items and manual execution of tests in this study.

In accordance with the validity of the theory, generally, the purpose of learning is the ability for the elementary school students to talk. Yet, specifically, the learning goals in speaking ability for elementary students are as follow:

1. Students are able to initiate simple conversations using simple common phrase
2. Students are able to answer or respond in a simple conversation by using simple common phrase
3. Students are able to develop a Theme at the beginning of the sentence with Rheme to form simple sentences
4. Students are capable in stringing a few simple of sentences by using a descriptive phrase that describes something simple.

Furthermore, to maintain the reliability, the researchers did the test. Therefore, the test applied split method. This means that there are items given to two different groups of learners. From the results of testing, researchers looked at whether each item is fixed or steady in achieving learning goals.

In order for the researcher to implement the test in standard way, the researcher compiles a Test Guide, which will be a guide for all teachers. Test Guide consists of the following sections:

- a. Background: This section describes the reasons why the Test Guide is required
- b. Purposes of Test: This section describes the purpose of the implementation of the test, as already mentioned above
- c. Kinds of Test: This section describes the types of tests
- d. Conducting Test: This section describes how the test is performed
- e. Calculating and Interpreting Scores: This section describes how to get scores and give the interpretation of the scores.

## 5) Implementation and Results of Teaching-Trial Phase I

Before the implementation of teaching trial, the researcher makes preparations that include:

1. Conduct training for teachers
2. Confirm the schedule with the school.

Having done all the preparations, the researcher starts the test teaching. Here is a report and the results of the implementation of learning activities:

**Table 3: The Implementation of Test-Teaching 1 (Trial)**

Name of teachers	Name of school	Total classes	Total sessions	Total students	Time
Sari Anggraini/Zahra	SMPT Al Marzukiyah	2	7	80	7 x 40 minutes
Ade	SMP Al Ikhlas	2	7	80	7 x 40 minutes

In term of the teaching learning process, here are the report and the results:

**Table 4: The Coverage in Teaching Learning Process**

Aspects	Sari/Zahra	Ade
Units of teaching materials	All covered	All covered
All materials	All covered	All covered
All steps	All covered	All covered

All teachers also report some problems they find during the teaching learning process. Based on the reports, most of the problems are almost similar. The problems are as follow:

**Table 5: The Coverage of Problems in Teaching Learning Process**

No	Aspects of Problems	Description
1	Time allocated	Time to cover all steps was not enough
2	Steps of teaching	Some are applicable, but some are not
3	Class management	Teachers were not able to control the students
4	English skill	Students had low English mastery in writing and speaking
5	Students' problems	Students were found shy to speak, but active in responding teacher's instruction
6	Materials/situation	The class needed variation, not a 'formal' situation

In specific unit of lesson, the teachers also report some problems related to the teaching material. From the problems, the teachers give some suggestions to make the materials on each unit better. The problems on each unit and the suggestions are as follow:

**Table 6. Problems in Teaching Materials**

UNIT NUMBER		PROBLEMS	SUGGESTION
1	1	Most students do not have good vocabularies about jobs or professions	Name of professions must be written
	2	The students learn about numbers at the same time they study about jobs or occupations	The topic about numbers must be in the next session
2	1	Students have difficulties in understanding western names	Some western names must be written in the page
3	1	Too many topics to be learned by students (names of days, names of month, and time indication)	All topics must be taught separately
4	1	Students study 2 different topics at the same time (day and time)	The topics must be separated
5	1	The sentences given are too complicated for students to learn because they bring more than one idea (activity and time)	The sentences are supposed to be more simple
6	1	The students are lacking of vocabularies about activities	Some more activities and their pictures must appear on the book

Meanwhile, there are some problems found in the process of teaching. Most of teachers report some problems in the steps of teaching, as follow:

**Table7a. Problems in Steps of Teaching (Monologue Part)**

Steps of Teaching	Problems found
1. Listening and repeating text after the teacher	Number of students is too big, sometimes the teacher needs to shout Teachers also need to be careful in reading or reciting the sentence; if too long, the students will have problems in repeating
2. Reading aloud in Pairs	Some students have problems in reading (for himself); so, reading aloud in pairs sometimes cannot run well Teachers also have problems in monitoring the students' progress
3. Studying new words	Allocated time for students to write the new words (as they have to copy from the board) is too short
4. Completing Sentences	Some students still have problems in writing alphabets
5. Expressing with Real Information	Students are mostly shy and incapable of mastering materials in short time; so, only a few students can do this step
6. Testing	Time is very limited; so, test cannot be conducted individually, but it must be in random

**Table 7b. Problems in Steps of Teaching (Dialogue Part)**

Steps of Teaching	Problems found
1. Listening and repeating dialogue after the teacher	Number of students is too big, sometimes the teacher needs to shout Teachers also need to be careful in reading or reciting the sentence; if too long, the students will have problems in repeating
2. Practicing Roles	Some students have problems in reading (for himself); so, reading aloud in pairs sometimes cannot run well Teachers also have problems in monitoring the students' progress
3. Practicing with Real Information	Students are mostly shy and incapable of mastering materials in short time; so, only a few students can do this step
4. Testing	Time is very limited; so, test cannot be conducted individually, but it must be in random

## 6) Revision of the Module

Based on what the researcher did on the trial phase, the researcher concludes there must be some sentences need revising. The revisions are as follow:

### 6.1) Revision on Teacher's Guide

As mentioned earlier that the Teacher's Guide consists of detail information about how the teacher must carry out the teaching learning process. However, after the teaching trial, the researcher decides to revise the content of the Teacher's Guide as follows:

**Table 8. Revision of Teacher's Guide**

Parts of Teacher's Guide	Revisions
1. Background	There are some revisions on sentences
2. Teaching Material	There are now 12 Units instead of 6. The names of themes change into: 1) Unit 1 and 2: Introduction, 2) Unit 3 and 4: Telling Time, 3) Unit 5 and 6: Telling about Person, 4) Unit 7 and 8: Telling about Activities, 5) Unit 9 and 10: Telling about Feeling, and 6) Unit 11 and 12: Telling about Hobbies
3. Teaching Processes	Teaching steps in monologue part change into: 1) Repeating Text or Dialogue after the Teacher, 2) Studying New Words, 3) Completing Sentences, 4) Testing Teaching steps in dialogue part change into: 1) Listening and repeating dialogue after the teacher, 2) Practicing Roles, and 3) Completing Sentences
4. Testing	The focuses of the test are more on pronunciation, intonation, (on reading or reciting words and sentences), and on vocabulary (on completing sentences)
5. Closing	There are some revisions on sentences

## 6.2) Revision on Students' Handbook

Just like the Teacher's Guide, the Students' Handbook also needs revising. The following table gives the detail information of what the revisions are.

**Table 9. Revision of Students' Handbook**

ASPECTS ON STUDENTS' HANDBOOK	FIRST DRAFT	REVISION
Number of Unit and sessions	There are 6 units for 6 sessions	There will be 6 units for 12 sessions
Sentences, words, and pictures on the Students' handbook	In every unit, there are sentences, words, and pictures	There are some revisions on the sentences (those which have double concept and or long), some additional written related to theme-vocabularies, and pictures
Format of the Students' Handbook	All units consist only materials for students to learn	There will be steps and instructions added in every unit

## 6.3) Revision on Test Guide and Test Items

The following table describes the revision of the Test Guide and Test Items.

**Table 10. Revision of Test Guide and Items**

Parts of Test Guide	The first draft	After Revisions
Background	As seen in draft	There are some changes on the sentences
Purposes of Test	<ol style="list-style-type: none"> <li>1. Students are able to initiate simple conversations using simple common phrase</li> <li>2. Students are able to answer or respond in a simple conversation by using simple common phrase</li> <li>3. Students are able to develop a theme at the beginning of the sentence with Rheme to form simple sentences</li> <li>4. Students are capable in stringing a few simple of sentences by using a descriptive phrase that describes something simple.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are able to read a word in correct pronunciation</li> <li>2. Students are able to read a sentence in good and correct intonation and pronunciation</li> <li>3. Students are able to complete a sentence to make a good simple sentence</li> <li>4. Students are able to answer a sentence or question in a dialogue</li> <li>5. Students are able to describe a picture using simple sentences which have been learned</li> </ol>
Kinds of Test	<ol style="list-style-type: none"> <li>1. Say the words or tell pictures in correct pronunciation!</li> <li>2. Continue the incomplete sentences to make sentences!</li> </ol>	<ol style="list-style-type: none"> <li>i. Reading the words the students have learnt in good pronunciation</li> <li>i. Reading the sentences the</li> </ol>

	<ol style="list-style-type: none"> <li>Say the following sentences in correct intonation!</li> <li>Complete the following dialogue orally!</li> <li>Tell or describe something about the following topic in at least three sentences (choose one)!</li> </ol>	students have learnt in good pronunciation and intonation
Conducting Test	<ol style="list-style-type: none"> <li>Test is given to students in every session to all students</li> <li>Tests are given after all steps</li> <li>Mid test and final tests are given to measure all purposes</li> </ol>	<ol style="list-style-type: none"> <li>Tests is given in every second session in each unit to all students</li> <li>Tests are given after each 2 steps; the first two steps on the first session and other last two steps on the second session</li> <li>The item numbers for mid and final tests will be reduced</li> </ol>
Calculating and Interpreting Scores	As seen in the draft	Changes refer to the changes of purposes and items as indicated above

#### H. Conducting the Second Trial

The purpose of conducting the second trial is to find out whether the revision of the first draft has achieved the standard. The teacher carries out the trial in the same schools and classes. The allocated time is the same. Total students in class are mostly similar. The following table illustrates the implementation of the class trial.

**Table 10: The Implementation of Test-Teaching 2 (Trial)**

Name of teachers	Name of school	Total classes	Total sessions	Total students	Time
Sari Anggraini/Zahra	SMP Al Marzukiyah/Mitra	2	7	80	7 x 40 minutes
Ade	SMP Al Ikhlas	2	7	80	7 x 40 minutes

In term of the teaching learning process, here is the report and the results:

**Table 11: The Coverage in Teaching Learning Process**

Aspects	Sari/Zahra	Ade
Units of teaching materials	All covered	All covered
All materials	All covered	All covered
All steps	All covered	All covered

In every meeting or teaching session, the teacher writes report. Based on this report, the researcher continues to the next step, that is analyzing the

report. The researcher focuses the analysis on the problems found in all teaching activities. The result of the analysis from the teaching report is as follows:

**Table 12. Problems in Steps of Teaching Trial 2**

<b>Steps of Teaching</b>	<b>Problems found</b>
a. Listening and repeating text after the teacher	Number of students is still too big. Sometimes the teacher needs to shout. Yet, the sentences are not too long; the students will not have problems in repeating
b. Reading aloud in Pairs	Some students do not have problems in reading; so, reading aloud in pairs sometimes can run well Teachers still have problems in monitoring the students' progress, but not much
c. Studying new words	Students do not have to copy the new words from the board, so time is not a problem
d. Testing	Time is very limited, but test still can be conducted individually, but it must be in random

The result of the analysis becomes the teacher's input to make some minor revisions.

After doing minor revisions, the researcher asks some experts to give their opinion and validate those three modules. The experts give their opinions on several aspects on the modules, namely: 1) The teaching steps, 2) The teaching materials, 3) The test types and items, and 4) The designs. This validation step is important because the experts' opinions will verify that the modules are already in standard format and content. The experts give statement that the modules are ready and usable for teaching and learning.

## **I. FINAL MODULES**

After getting validation from the experts, the researcher finally gets all the standardized modules. The researcher is ready to publish the module, especially the Students' Handbook.